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ABSTRACT

The accomplishments of three leaders who struggled for freedom and equality in their own countries are outlined in this unit of study for elementary and secondary school students. These leaders include the Reverend Martin Luther King, Jr., Chief Albert John Luthuli, and Mahatma Gandhi. The unit emphasizes the principles these men stood for in their struggles for political rights and individual freedoms. Questions and exercises which follow each section of the student's pamphlet place the student in the role of the leaders discussed and of the people deprived of their freedom for whom these leaders struggled. The teacher's guide provides exercises designed to help students appreciate the ideas that political freedom and civil rights can be achieved peacefully and that these rights must be constantly safeguarded. The teacher's guide includes suggested time allocation and lesson development plans and a list of teacher reference books. (Author/MK)

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FREEDOM FIGHTERS

PUPILS' PAMPHLET

Social Science
3.3.4

SO

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Martin Luther King, Jr.

The Reverend Martin Luther King, Jr. was born in 1929, in Atlanta, Georgia. He was assassinated in 1968. He was a son of an independent-minded Baptist preacher and a school-teacher mother. After graduating from Atlanta's Morehouse College, he decided upon a ministerial career, and took graduate studies in liberal arts at Boston College and Havard. He was ordained in 1947.

He believed in the positive non-resistance of apostolic Christianity, combined with the passive resistance of Mahatma Gandhi. The Gandhian technique was tested in the Montgomery Bus strike of 1955. The strike was the result of the imprisonment of Mrs. Rosa Parks, a female Negro, who sat in a seat reserved for whites in a Montgomery bus. She refused to vacate the seat for white male passengers. As a result, she was arrested, imprisoned, and a boycott of Montgomery buses followed. The boycott was successful.

Martin Luther King, Jr., was concerned with civil rights for Negroes and ending discrimination and segregation. Despite bombings of his home, he organised committees to educate Negroes to register and vote, when voting rights were given them. Along economic lines, he urged co-operative credit unions so that Negroes could buy homes and businesses.

These incidents are just a few of the many steps taken by the Negroes in their struggle for civil rights. There were many experiences, both individual and collective, which made up the initial civil rights movement. However it is important to remember that under Martin Luther King, Jr.'s leadership, the Negroes became aware of not only their rights as Americans, but of their responsibilities as fully participating members of a democratic society.

Questions

1. How justifiable was Mrs. Rosa Parks' action?

2. What would you do if you were in a situation similar to Mrs. Parks.

A Role Play

What would you do if you were any of the following people?

1. Mrs. Rosa Parks

2. A Negro church minister

3. A Negro male, female

4. The bus driver (white man)

5. A Negro student/worker/unemployed

The Reverend Martin Luther King, Jr. photographed with his family, on the occasion when he received the Nobel Peace Prize

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Chief Albert John Luthuli

Albert John Luthuli was brought up in a Christian home, the home of his father, a local chief at Grontville. His father, John Luthuli, died when Chief Luthuli was six years old. He was brought up by his strict mother at Grontville. She gave him all the education she thought he needed.

Albert Luthuli attended the Ohlange Institute and a Methodist institution at Edendale near Pietermaritzburg. About Edendale, Chief Luthuli later said, "It was at Edendale, I think, that I began to wake up and look about me."

It was at Edendale where he first experienced a strike - a strike at a boarding school. He went on to take up a two-year's course at the Edendale Teachers' College. At Edendale he began to know and realize where he stood and how he was being treated as a black African.

"At Edendale, at Adams, and informally at other times, I have been taught by European mentors. I am aware of a profound gratitude for what I have learned. I remain an African, I think as an African, speak as an African, and as an African I worship the God whose children we all are. I do not see why it should be otherwise."

The above quotation is the very root of Chief Luthuli's concern - that is his hatred of any sort of discrimination, segregation, or racial apartheid (as they call it in South Africa).

Chief Albert John Luthuli

He was against exploitation of black Africans by white Africans, and he fought hard for black ownership of "his" and "his grandfather's land", the ownership of which is usually deprived black Africans. At the Congress of the People, which met at Kliptown, Johannesburg, Chief Luthuli's policies were adopted and are contained in the Freedom Charter. Some of his policies in the Charter are:

1. The people shall govern.

2. All shall enjoy human rights.

3. The people shall share in the country's wealth.

He organised his non-resistance technique by mass movements, boycotts, and public speeches which brought mass support of "deprived" black Africans. Like Martin Luther King, Jr., Gandhi, and many other "Freedom Fighters" in the world, Luthuli was put in prison as a result of his struggles for black African freedom. However, as one can see by the apartheid policy, the total freedom of black Africans, including an end to professed white supremacy, may not be achieved for years.

Questions

1. Do you think there was any reason for Chief Luthuli to struggle for freedom for black Africans? Discuss.

2. How would you react towards any suggestions or action concerning the removal of your right to own land? Discuss.

Mohandas Karamchand Gandhi

Mohandas Karamchand Gandhi, known as Mahatma Gandhi, was born at Porbandar, India, on October 2, 1869, and was assassinated by a Hindu fanatic on January 30, 1948.

Gandhi went to England as a young man to study law, and later spent the middle years of his life in South Africa. While in South Africa, he developed the philosophy and technique for satyagraha, which means "firmness in truth" or "truth force," as an instrument for redressing the grievances of the immigrant Indian minority in that country.

Because many Indians felt they were facing distress and discontentment as a result of British rule, Gandhi proposed a campaign of "non-violence and non-co-operation" against the British Government. This campaign was supported by many discontented Indians. The result was a new phase in the history of Indian nationalism.

Gandhi sought to transform India's weakness into a source of strength by translating the inertia and inaction of the Indian character into a usable force. He sought to reconcile the traditions of the Indian people with the requirements of a modern age, and he hoped to find in this reconciliation a solution for the ills of the modern world. His first task was to revive the spirit and self-respect of the Indian people. He abolished the caste system which labelled menial workers "untouchables". He did this by identifying himself with these people, rejecting material wealth and setting an example of unselfish service.

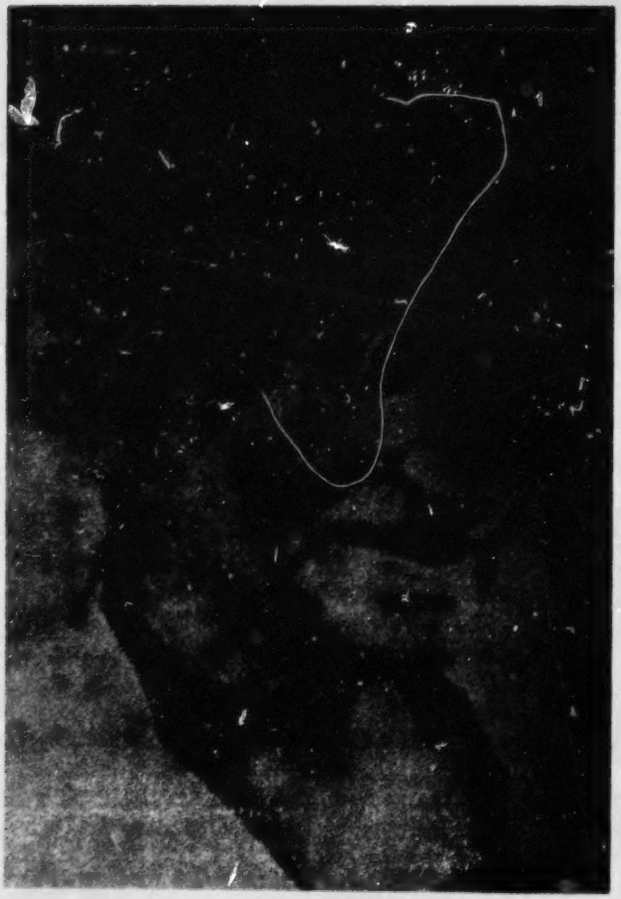
Politically, Gandhi succeeded by organising mass movements, freedom-from-hunger movements, public speeches, and the like, based on a technique of "non-violence and non-co-operation," and his efforts were rewarded by India's gaining independence from British rule. The untouchables were allowed to study law, medicine, engineering, or anything else they wished to study. The caste system was "removed," and the untouchables were assimilated into the Indian society.

Gandhi did a great deal for the Indians in terms of political freedom, social freedom, and, to some extent, economic freedom (especially for the untouchables). However, the question still arises, to what extent have these struggles for freedom achieved their aims, when one looks at the great disparity in wealth and the existence of a classed society in Indian today?

Questions

1. How far did Gandhi succeed in his fight for political freedom in India?

2. How much political freedom do you think is exercised in your country?



Mohandas Karamchand Gandhi

Pupils' Activities

Exercise I

1. Read the extract on Martin Luther King, Jr.

2. Discuss the questions following the extract.

3. Perform a role play based on the extract. Take an event in the play to show what happened in the event and what might follow after that.

Exercise II

1. Read extract on Chief Luthuli.

2. Form groups of eight or ten students and discuss points of interest such as:

   a) land ownership problem in South Africa

   b) discriminating attitudes or experiences you have experienced or have heard of happening to others

3. Have a reporter from the group report on the points and views discussed by the group.

Exercise III

1. Read the extract on Gandhi and discuss the questions following the extract with a friend.

2. Write a short account of what you know of Gandhi's persistence in securing India's political independence.

Exercise IV

Find out meanings of the following:

a. segregation
b. mass movements
c. exploitation
d. supremacy
e. assassinated
f. discrimination
g. charter
h. boycott
i. apartheid
j. illiterate
k. civil rights

Exercise V

1. Find in your atlas:

   (a) South Africa (b) The State of Alabama (USA)

   (c) India

2. For each of the above areas, write a sentence on the political point of interest achieved there and by whom the achievement was made.

3. Which of these freedom fighters do you think had the most difficult task? Support your point of view.

Exercise VI

1. Collect pictures, newspapers, and magazine articles. about "Freedom Fighters" or issues on freedom.

2. Use vanguard sheets, newsprint, brown paper or any plain paper for a scrap book. Bind leaves together, and paste pictures and articles on the scrap book pages.

Exercise VII

General Questions On Political Freedom

1. How would you react if you were restricted by law from attending school, as was the case with the untouchables in India before independence?

2. What similarities do you find in these three men such as:

   a. principles

   b. techniques of achieving their aims

   c. aims of their struggles

   d. personal hardships, experiences, etc.?

If you were one of the three "Freedom Fighters," and committed to non-violence, how would you confront a government which denied the people some of their political rights?

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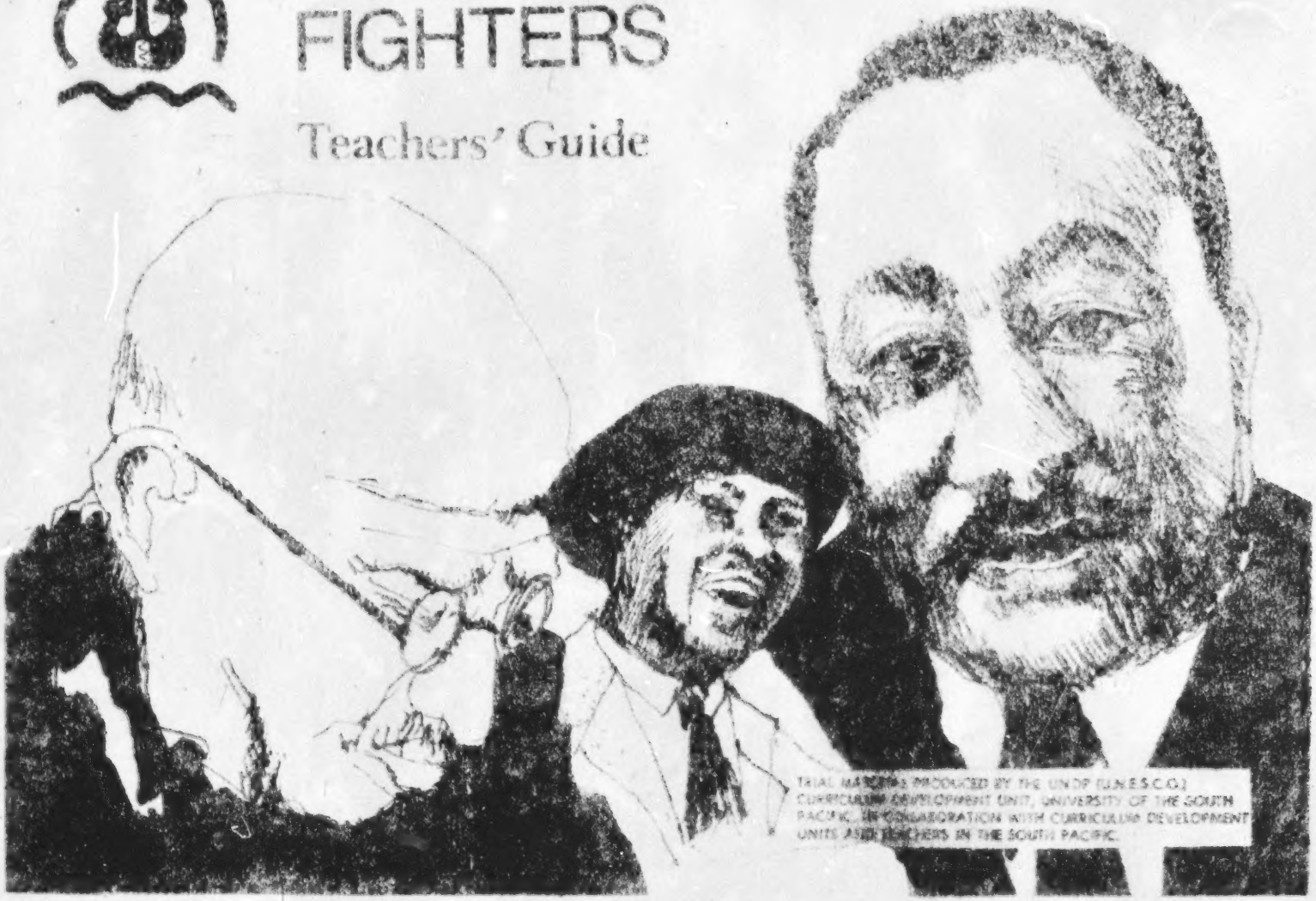
FREEDOM FIGHTERS

Teachers' Guide



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SOCIAL SCIENCE

"THE FREEDOM FIGHTERS"

TEACHERS' GUIDE PART I

INTRODUCTION

This unit of study is a support study for Year Three, the theme, Freedom and Control.

This unit is called "The Freedom Fighters," and it deals with three leaders, or great men, who have struggled for freedom and equality in their own countries. The unit contains short accounts of the history, principles, and struggles of the Reverend Martin Luther King, Jr., Chief Luthuli, and Mahatma Gandhi. The unit emphasizes the principles these men stood for in their struggles for political rights and individual freedom.

For further understanding of this unit, it is hoped that pupils have studied the preceding unit, 3.3.1, "Freedom: Being and Becoming." Also, it is hoped this unit will help pupils and teachers realise that freedom and civil rights must be constantly safe-guarded.

References

Some suggested teacher reference books are:

Harvey Wish: The Negro Since Emancipation
Publisher - Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965.

Martin Luther King, Jr.: Stride Toward Freedom,
Publisher - Harper & Row, Inc., New York, 1958.

Martin Deming Lewis: Gandhi,
Publisher - D.C. Heath & Company Levington, Massachusetts.

Louis Fischer: Gandhi: His Life and Message for the World, New York, 1954.

Albert Luthuli: Let My People Go,
Publisher - Collins Clear Type Press, London, 1962.

Intentions

This unit of Study should enable students to appreciate:

1. that political freedom can be achieved by peaceful means,

2. that all people can strive peacefully to be free, responsible students/citizens,

3. that every person is a human being entitled to rights - of which he may be deprived - and he should be aware of these rights and be prepared to defend them.

SOCIAL SCIENCE

FREEDOM FIGHTERS

TEACHERS' GUIDE PART II Unit.3.3.4

Aims and Objectives

The aims of this Unit are to develop skills and attitudes which will enable pupils to think and act intelligently, to understand and to be aware of political freedoms, civil rights, and responsibilities.

Knowledge Objectives

1. To understand that everyone, regardless of colour, race, age, or creed, is entitled to enjoy the political rights of his own country.

2. To learn of situations in which there may be limits to political freedom.

3. To be able to identify the main principles adopted by the three freedom fighters.

Skills Objectives

1. To help pupils think clearly during problem-solving, and be able to discuss matters thoughtfully with fellow-students.

2. To develop tolerance and respect for other people's rights and yet be able to question one's own rights.

Attitude Objectives

1. To develop an appreciation of what the "Freedom Fighters" have done for their countries.

2. To promote a sense of responsibility for the furtherance and safeguarding of political freedom.

Overview of the Unit

Time Allocation

It is expected that this unit will require about eight lessons. The final lesson (Lesson 8) is set aside for testing, but it is suggested that following lesson 6, a short test be given. This unit will require approximately two weeks, although teachers may wish to take slightly longer.

Division of Activities

Estimated work periods for the various activities contained in "Freedom Fighters" are as follows:

1. Role plays, writing accounts, presenting view, constructive/critical criticisms - 3 periods
2. Defining and using terms in sentences - 1 period
3. Research, map work, work on scrapbooks, etc. - 2 periods
4. Reading, writing simple explanations drawing conclusions, discussion, debate, etc. - 1 period
5. Recapitulation - 1 period

LESSON DEVELOPMENT

The following lesson suggestions are only a guide. Teachers will probably wish to modify the plans (as set out), objectives (for each lesson), and time allocations. It is important that the Curriculum Committee learns from you, the teachers, what is right or wrong with this unit. Please write your comments under each lesson plan as you teach it, and return this part of the "Teachers' Guide" with your evaluation form.

Lesson Plans

Lesson I

Objectives

The pupils should be able to:

1. Describe the type of man Martin Luther King, Jr. was, in terms of character and background.

2. Discuss the types of problems and grievances the Negroes are faced with in their continuous struggle for freedom.

3 Identify Martin Luther King, Jr's principles and techniques in his struggles for freedom.

Materials

Extract on Martin Luther King, Jr. in Pupils' Pamphlet. Newspaper or magazine article, etc. on Negro problems should be included.

Presentation

1. Play a freedom song from Unit 3.3.1 to revise the idea of freedom, being free, and becoming free.

2. Distribute pamphlets to pupils.

3. Tell pupils to read extract on Martin Luther King, Jr. Allocate time for reading.

4. Discuss the pamphlet with pupils, and allow pupils to express their views.

5 Divide class into discussion groups and discuss questions listed in the Pupils' Pamphlets.

6. Role play any event in the extract which appeals to the pupils.

Lesson 2

Objectives

Pupils should be able to:

1. Discuss the restrictions on civil liberty faced by black Africans.

2. Relate the African problems to any problems and situations similar to the students.

3. Compare and contrast Chief Luthuli's principles, techniques, etc. with Martin Luther King, Jr.'s principles, techniques, etc.

Presentation

1. Review Martin Luther King, Jr.'s principles, techniques, etc.

2. Distribute pamphlet.

3. Allow children to read extract on Chief Luthuli.

4. Divide class into discussion groups, and appoint a reporter.

5. Encourage pupils to exchange views and ideas.

6. Allow time for groups to report.

Note:

Questions following the reading of the extract should be used as guidelines for the discussion. The groups should be encouraged to ask questions.

Lesson 3

Objectives

Pupils should be able to:

1. Identify Gandhi's areas of political interest.
2. Discuss the essence of being politically free.
3. Write an account of Gandhi's struggle for India's political independence from British rule.

Presentation

1. Distribute pamphlet.
2. Allow pupils to read extract.
3. Discuss the extract with pupils.
4. Have pupils write what they think of Gandhi's principles, techniques, etc. Allocate time for writing.
5. Allow pupils to read their written reports to the class (Pick at random.)
6. Allow time for constructive criticism from the other pupils.

Note:

No. 6 - This should be an open debate/discussion session.

Lesson 4

Objectives

Pupils should be able to:

1. Define the meanings of common terms used in the extracts, such as discrimination, mass movements, etc.

2. Explain where and why the terms are applied.

3. Use the terms in sentences, in connection with the extract, and in conversation with other people.

Presentation

1. Review the principles and techniques adopted by the three "freedom fighters."

2 With the help of dictionaries, have students find meanings of terms such as suggested in Exercise 4, Pupils' Pamphlet.

3. Use one of the defined terms (by pupils) in a sentence, and ask them to write a sentence using those terms (in relation to the extract).

4. Go around the class checking the work and correcting any mistakes.

5. Remind pupils that there will be a test on the topic in the next lesson.

6. Ask pupils to start collecting pictures of the three "Freedom Fighters" and cuttings from newspapers and magazines on freedom issues for a scrap book.

Lesson 5

Objectives

Pupils should be able to :

1. Indicate where South Africa, India, and the State of Alabama are on a map or in their atlases.

2. Write a sentence on the political principles achieved in the area and by whom.

3. Compare and contrast the works of these three men.

Presentation

1 Give a written test on the topics covered so far.

2. Collect books/answers for correction.

3. Ask pupils to find South Africa, State of Alabama (USA), and India in their atlases.

4 Tell pupils to write a sentence on the political principles achieved in the area and the prominent leader concerned.

5. For the next lesson, ask pupils to bring pictures and cuttings for their scrapbooks.

Lesson 6

Objectives

Pupils should be able to:

1. Describe what each man did in his own country
2. Organize cutting and pictures of "Freedom Fighters" so they are related to freedom issues.
3. Relate the issues in the scrap books to what happened to these men or what they did.

Presentation (Note: Much guidance is needed for this lesson.)

1. Review orally what each man did and fought for.
2. Ask pupils to use brown paper, newsprint, or any plain paper for scrapbook pages.
3. Help pupils bind scrapbooks.
4. If illustrations have no accompanying articles, have pupils write a sentence or two about the pictures. Remind pupils their views are welcome.
5. Remind pupils they may finish scrapbooks as home work, if books aren't completed during class time.

Lesson 7

Objectives

Pupils should be able to:

1. Discuss the disadvantages of the lack of political freedom.
2. Justify their reasons for or against discrimination.
3. Discuss their views concerning the principles of these three men.

Presentation

1. Let three students read their extracts to the class.

2. Discuss the questions in Exercise 7, Pupils Pamphlet, with the students.

3. Hold a class debate on a subject such as "Help yourself and you will be helped."

4. Ask pupils to record comments and ideas on this section in their scrap books.

Lesson 8

Objectives

Pupils should be able to:

1. Explain the meanings of terms, such as discrimination, which are related to the topic.

2. Use such terms in essays, conversation, discussions, etc.

3. Relate the situations, principles, techniques, etc. discussed in the extracts to what students are experiencing or facing today.

Presentation

1. Remind the class they have been studying political freedom in this Unit as a follow up to Unit 3.3.1, "Freedom: Being and Becoming." Both Units are part of the main study area for Year Three, Freedom and Control.

2. Test their understanding of the following terms:

segregation	charter
discrimination	boycott
mass movement	apartheid
exploitation	illiterate
supremacy	civil rights
assassinated	

3. Ask the students to write a letter to their parents, friends, brothers, sisters, etc. on what they know of political freedom. This would include the use of words listed above. Suggest they give an account or a review of an article they have read in Time Magazine, other magazine, newspaper, text-books, etc.

TEACHER QUESTIONNAIRE

	Many	Some	None
Do you think the learning experiences meet the objectives?	( )	( )	( )
		Yes	No
Do you think the materials are suitable?		( )	( )
Do you think 16 periods are enough to cover the Unit adequately?		( )	( )
Are the activities meaningful to the pupils?		( )	( )
Have the pupils found the Unit interesting?		( )	( )

Level of English: Too High ( ) Suitable ( ) Too Low ( )

Any other comments and suggestions: _____

_____

_____

_____

Name _____ School _____

Address _____